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Investigating the Difficulties in Teaching and Learning English as Foreign Language in Rural Areas

The Case of Third Year Classes at Secondary Schools of Terkhash Mohammed Ben Messaoud and Boulwika Mohammed Ben Lekhdar, Jijel

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Didactic Studies

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Declaration

We hereby declare that the dissertation entitled “Investigating the Difficulties in Teaching and Learning English as foreign Language at Rural Areas The Case of Third Year Classes at Secondary Schools of Terkhash Mohammed Ben Messaoud and Boulwika Mohammed Ben Lekhdar, Jijel “is our own work and all the sources we have used have been acknowledged by means of references. We also certify that we have not copied or plagiarized the work of other students or researchers partially or fully. In case any material is not documented, we shall be responsible for the results.

Signature

Date

Dedication

In the Name of Allah, the Most Merciful and the Most Gracious.

I dedicate this work to my family and my friends. A special feeling of gratitude to the most precious people to my heart; my beloved mother and dear father who support me throughout the whole course of my life.

My adorable sisters: Samia and Hassina

My wonderful brothers: Mohammed, Fateh, and Yazid.

My grandmother Fatima for her endless love and constant prayers.

I dedicate also this work and give special thanks to my best friend Amel who has been a constant source of support and encouragement and to

my fiancé, Ahmed, for helping me to develop my technology skills.

I would like to thank you all for your love and support because I would never be who I am today without you.

Housna

Dedication

In the Name of Allah, the Most Gracious and Most Merciful, on whom ultimately we depend for sustenance and guidance.

I dedicate this work to:

My shining diamonds, to the ones who gave birth and sacrificed for my happiness, to the persons who filled me up with love and hope, to the ones who motivated and encouraged me all the way long, to the ones who makes my dreams real, to the holy gift I have, to my beloved mother and my dear father. I will never be able to thank you enough.

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Abstract

Nowadays English language has become the most used language in the world. The Algerian educational system has always had ambitious plans to improve the teaching and learning of English. However, teachers and pupils at rural areas find it hard to learn that language. Thus, this study seeks to investigate the difficulties encountered by both teachers and learners in teaching and learning English at rural areas. It also aims at suggesting some solutions to overcome these problems and facilitate the processes of teaching and learning English. This study is built on two main assumptions. First, English foreign language teachers and pupils at Boulouika Mohammed Ben Lekhder and Terkhash Mohammed in Bouraoui Belhadeff face many difficulties that may affect negatively their attitudes toward the teaching and learning of English. Second, applying effective strategies that help teachers and learners to overcome these difficulties may enhance the teaching and learning of English in rural areas. To collect data for this study, two research tools were used. On the one hand, a questionnaire was submitted to Forty (40) Baccalaureate pupils selected randomly from two distinct rural schools namely Boulouika Mohammed Ben Lekhder and Terkhash Mohammed in Bourawi Belhadeff. On the other hand, an interview was conducted with four teachers of English from the two pre-mentioned schools. According to the obtained results, teachers at rural areas face some difficulties that affect their teaching process as ill-equipped libraries, technological challenges, and cultural challenges. Similar to teachers, pupils at rural areas encounter many difficulties in their learning of English such as lack of motivation, lack of vocabulary and lack of exposure over English. Depending on the results obtained, some pedagogical recommendations are suggested.

Key words: Rural Areas, Rural Schools, Difficulties, English Language.

List of Abbreviations

GTM: Grammar translation method

SA: Situational Approach

CLT: Communicative language teaching

TEFL: Teaching English as Foreign Language

EFL: English as a Foreign Language

TL: Target Language

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Résumé

ملخص

General Introduction

1-Background of the Study

Nowadays, English has been the most widely used language in the world. It becomes increasingly important since it is the language of technology, science, trade and education. Moreover, it makes the world as a small village in which it enables people from different nations and cultures to communicate and interact with each other as being from the same geographical area and sharing the same language. Therefore, the learning of English becomes a necessity for each member in the world. The number of English users is in a gradual increase each year because people become more aware of the importance of learning English as an international language and *lingua franca*.

Algeria as a part of this world attempts to promote the use of English through educational reforms because nowadays English is regarded as the language of development. However, the teaching and the learning of English in Algeria is still facing a lot of obstacles and problems such as lack of qualified teachers and negative attitudes toward English that affect negatively the improvement of the teaching and learning of English in Algeria. Foreign language teachers and learners at these areas encounter many obstacles that decrease the quality of teaching and learning of English. This explains the fact that rural pupils achieve lower results at English in national exams in comparison to urban pupils. Accordingly, shedding light on these obstacles and suggesting recommendations may help in producing competent English language users.

Many researches have been conducted in relation to this topic. Ler (2012) examined the cultural factor affecting English in rural areas. This study aims at investigating the rural cultural challenges and determining their effects on the learning of English. It revealed that there are five main problems exist including peer pressure and motivation, attitudes toward

English, teaching methodology, school culture, influence of Islamic teaching on learning of English. Moreover, he concluded that cultural factors at rural areas affect negatively English proficiency of rural students.

Another study was conducted by Gobel, et al in 2013. This study gave a description of Malaysian urban and rural students attribution of success and failure of learning English as a second language. This research revealed that rural and urban students have different attributions for the success and failure for learning English as a second language. Besides, it indicated that urban students are more confident and able to take control of their success in language classroom.

Endriyati, investigated the challenges in teaching English at rural areas and urban schools and their solutions. This study aims to determine challenges in teaching English at rural and urban schools and attempts to provide solutions to these challenges. The findings show that there are challenges related to students such as vocabulary mastery and students' motivation and others related to teachers including mastery of teaching methods. However, the Algerian researchers do not give much attention to this issue in which there are only few studies related to this topic.

According to the above studies and the ones that the researchers checked out, there are many researches that addressed the difficulties encountered by either teachers or learners at rural areas, but there has been no research that is concerned with both of them. As a consequence, the present research is conducted as an attempt to fill this gap. It investigates the difficulties that rural teachers and pupils encounter in teaching and learning English at secondary schools of Terkhash Mohammed ben Messaoud and Boulika Mohammed Ben Lekhder.

2-Statement of the problem

English language nowadays has reached a prime status by becoming the most used language in the world. In Algeria, teaching and learning English as a foreign language is a challenging task in rural areas for both teachers and pupils. This situation seems more alarming in rural areas, where most of pupils cannot achieve good results in their public examination. Teachers and pupils at these areas encounter a lot of difficulties that affect the teaching and learning processes negatively. Accordingly, this research seeks to shed light on the difficulties the teachers and learners encounter while teaching or learning English at the secondary schools of Terkhash Mohammed Ben

Messaoud and Boulwika Mohammed Ben Lekhder , and attempt to find solutions to overcome these challenges and enhance the teaching and the learning of English at rural areas.

3-Reasearch Questions

The present research attempts to answer the following questions:

1. what are the difficulties faced by both teachers and pupils in teaching and learning English at Terkhash Mohammed Ben Messaoud and Boulwika Mohammed Ben Lekhder secondary schools.
- 2.How can third year secondary teachers and puiples at Terkhash Mohammed Ben Messaoud and Boulwika Mohammed Ben Lekhder overcome these difficulties.

4-Reasearch Hypotheses

This study is built on the following assumptions:

- EFL teachers and learners in rural areas face many difficulties that may affect negatively their attitudes toward the teaching and the learning of English
- Finding effective strategies to help teachers and learners to overcome these difficulties may enhance the teaching and the learning of English in rural schools.

5- Significance of the Study

This study is significant because it seeks to highlight the difficulties encountered by both teachers and third year pupils of Terkhash Mohammed Ben Messaoud and Boulwika Mohammed Ben Lakhder secondary schools while teaching and learning English. Besides, it attempts to find solutions to overcome these difficulties. Moreover, it attempts to provide recommendations to enhance English language education in Algeria, particularly about social support since it is crystal clear that the environment affects the pupils' attitudes toward learning English.

6-Research Methodology

Depending on the nature of the research, a mixed methodology comprising of qualitative and quantitative methods to data collection and analysis will be adopted. Two research instruments are used to collect data for this study. A questionnaire will be administered to third year secondary school pupils of Terkhash Mohammed Bourawi Belhadeb and Boulwika Mohammed Ben Lekhdar to elicit data about the challenges and obstacles they encounter in learning English. Additionally, an interview will be conducted

with four secondary school English teachers. Two teachers from Terkhash Mohammed Bourawi Belhadeb and two others from Boulwika Mohammed Ben Lekhdar to get clear insights of the difficulties teachers encounter while teaching English.

7- Organization of the Dissertation

The present study is divided and structured into two chapters. The first chapter is devoted to literature review. It consists of two sections. The first section is entitled “Teaching and Learning English as a Foreign Language in the Algerian Educational System”. It gives an overview of the historical background of teaching and learning English in the Algerian educational system. It also sheds light on the educational reforms of teaching and learning English as foreign language (2002). Moreover, it provides an explanation of the competency based approach by describing the teachers’ and learners’ role in (CBA) classroom. The second section is entitled “Teaching and Learning English in Rural Areas”. It starts with a comparison between rural and urban language classroom. Then, it sheds light on the difficulties encountered by both teachers and learners in teaching and learning English as a foreign language in rural environment. Finally, it deals with enhancing the teaching and learning of English as foreign language in rural areas. The second chapter which represents the practical part is entitled “fieldwork”. It deals with data analysis and discussion of learners’ questionnaire and teachers’ interview. It also gives some pedagogical recommendations and suggestions, and sheds light on some limitations.

Chapter One: Literature Review

Section One: Teaching and Learning English as a Foreign Language in the Algerian Educational System

Introduction

Over the years, teachers, educators, linguists are in constant research of new methods and approaches that would result in more effective teaching because teaching a foreign language differs from a native or first language. The problem of language is one of the most serious problems that Algeria encountered after its independence .Similar to all the countries over the world, Algeria attempts to improve and increase the use of English to enhance communication and make it easier to access knowledge and science. The Algerian decision makers attempted to generalize the use of English at all educational levels (Allwight & Bailly, 1991 , p. 30). This section sheds light on the historical background of teaching and learning English in the Algerian educational system. It is also concerned with the educational reforms of teaching and learning English as a foreign language (2002). Further, it provides a detailed description of competency based approach.

1.1. Historical Background of Teaching and Learning English in the Algerian Educational system

Before the Algerian independence French was the official language used in different domains in the country. However English language was introduced in middle schools as second foreign language for the first time in 2001. English is considered as a second foreign language beside French in the Algerian educational system (Said, 2016, p. 34). It has received great attention within the educational reforms because the government considered English as an international language that facilitates the access to science and technology and face the requirements of globalization and promote the international political and economic relation (Benrabah, 2007, p.194). Algerian students are introduced to English at all levels middle secondary and university. They study it at the middle school stage for four years and at secondary school grade for three years (Baghoussi &El Ouchdi 2019 p272). The Algerian political and educational authorities worked hard to change the English language status in Algeria. Nowadays, English has a better status in the Algerian system due to technical and economic exchanges all over the world (Said, 2016, pp. 33-34). Since 1962,

the Algerian educational system witnessed many changes. These changes include the implementation of new curricula and new approaches and methods from the grammar translation method to competency based approach.

- **Grammar Translation Method**

The grammar translation method is the first method that was adopted in the Algerian educational system and it was inherited from the French colonization. Harmer (2007) stated that (GTM) focuses on teaching students grammar rules, then students were provided with sentences which illustrated these rules. These sentences must be translated from the target language to first language and vice versa (p.63). Moreover, Celce-Murcia (1991,p.3) stated that the language used inside the classroom is the mother tongue in which there is little use of the TL. The kind of exercise used in this method is translating sentences from the TL to the mother tongue. Furthermore, applying this method results in an inability of students to communicate with language. Also, it does not require fluent teachers. In other words, grammar is taught deductively. In this method sentence is considered as the basic unit of the teaching and learning process. However, (GTM) focuses more on reading and writing skills rather than speaking or listening skills. It emphasizes accuracy rather than fluency. After (GTM) proved its failure, a new approach was adopted in the Algerian educational system which is audio lingual method.

- **Audio lingual Method**

This approach appeared in the United States during the 1940s, and 1960s. It is like the (DM) but with some additional features from structural linguistics and behavioral psychology (Celce-Murcia, 1991, p. 4). Larsen- Freeman (2000) stated that students will become more competent through obtaining new habits in the TL and inhibiting the old habits of the native language. Thus, language items are introduced to students in spoken form without using the mother tongue. The aim of teaching vocabulary and grammatical patterns through dialogues is to allow students to answer rapidly and correctly in spoken language (as cited in Mart, 2013, p.63). Audio-lingual method manifested the behavioral psychology or behaviorism. Behaviorism language learning must be automatic habit formation through drilling and practice. For the students to master a language, they

require to go through a system of reinforcement (Harmer, 2007, p. 64). Further, Mei(2018, p. 52) criticized the audio lingual method stating that it focuses on the training of listening and speaking and does not train students reading and writing competence, knowing that there should be a balance between the four skills in language learning.

- **Communicative Language Teaching**

After audio lingual method failed to produce learners who can communicate effectively, a shift was appeared in the Algerian educational system from a behaviorist approach relying on stimulus-response to the communicative approach in the 1980s “teaching with objectives” (Benadla, 2013, p. 145). Communicative language teaching changed the focus from language competence to communicative competence. It emerged first in Europe. The purpose of (CLT) is to communicate meaning and develop techniques for teaching the four language skills, because the involvement of learners in real communication resulted in the use of their natural strategies for language acquisition (Chang, 2011, p. 14). Further, Richards & Rodgers (2001, p. 161) stated that the aim of (CLT) is to develop the learners’ communicative abilities rather than focusing on grammar. Moreover, it shifts the attention from teachers to learners; which means that the teachers’ time should be reduced, while learners’ time should be increased to provide learners with more opportunities to practice the language (Jacobs & Farrell, 2003, p.3). In (CLT), the teacher plays two important roles. The first role is to facilitate the interaction between the participants and the second role is to participate in the communication as an independent participant (Breen & Candlin 1980 as cited in Richards and Rodgers, 2001, p.167). However, little was done to implement this approach in the Algerian classroom, basically in terms of classroom density and teaching tools. Consequently, it failed in producing fluent speaker of English (Benadla, 2013, 145).

1.1.2.Educational Reforms of Teaching and Learning English as Foreign Language (2002)

After the failure of the previous system, an urgent reform at all educational levels was needed in order to enhance the Algerian educational system. The reforms were introduced on 30 April 2002, to the council of ministries which adopted them. There was a change in the distribution of academic years. The nine years of studies was transmitted and split into two stages;

the primary school which comprises five years and middle school which encompasses four years. Moreover, the learning of English language was advance into first year middle school. These reforms were also concerned with the teaching approach as well in which a new approach was introduced known as competency based approach. CBA marked a shift from a content based curriculum that rainforest theoretical understanding of notions to a process based curriculum that promoted collaborative co-construction of knowledge (Mirza, 2017, p.1). This approach has been adopted in teaching English as a foreign language in Algeria in order to prepare competent learners to link what they study at school to their everyday life. This means that they should be able to remedy their real life problems depending on what they have learned in the school (Benadla, 2013, p.147). The Algerian ministry of education made a lot of efforts to facilitates the implementation of (CBA) through retraining and support teachers, head teachers, and inspectors to make sure that they are competent and confident enough to implement and handle (CBA). Moreover a number of seminars were conducted under supervision of general inspectors of English to help teachers be familiar with the new text books and equip them with necessary knowledge of applying CBA (Mirza, 2017, p.2).

1.1.3.Competency Based Approach

1.1.3.1.Definitions

Competency based approach is considered as an extension of communicative language teaching movement. CBA is teaching approach that is based on teaching the skills and behaviors required to perform competencies. The later refer to the students' ability to apply distinct sorts of basic skills in situations that are usually encountered in everyday life(Schmidt, 2002, p.94).

Moreover Brightwell & Grant (2012, p.1) stated that competency based approach describes progression referenced to the demonstrated capacity to perform particular tasks.

1.1.3.2. Teachers' Role in CBA Classroom

In CBA the teachers' role transformed from an information giver to a facilitator (Griffth & Lim, 2014, p.4). This does not mean that teachers do not provide learners with information, but they equip them with distinct kind of information and present them in various ways. Actually,

planning become a central part which determine the success of the process. First, each competency must be divided into interrelated skills. Then, modules should be developed to give students the opportunity to learn and practice those skills. Teachers should identify exactly what and how well students should perform to master the competency (Auerbach, 1986; Richards & Rodgers, 2001, as cited in Griffith & Lim, 2014, p.4). Enough time should be devoted to create activities which are associated to the particular skills that are important to accomplish the competency needs. Moreover, considerable time is also needed to assess students and offer specific directed feedback (Richards & Rodgers, 2001, as cited in Griffith & Lim, 2014, p.4)

Students' Role in a CBA Classroom

The competency based language teaching is learner- oriented (centered) and based on progression in terms of the acquisition of particular knowledge and skills to perform distinct new tasks. In other word, classes should be learner-centered with a focus on what learners can do. Learners must show that they are able to accomplish particular tasks that seem to be faced in the real world using the target language (Bouhadiba, 2018, p.90). Furthermore, students should not rely only on the teacher to be the primary source of information. Instead of that, students role will be to integrate, produce, and extend knowledge (Jones et al, 1994, as cited in Griffith & Lim, 2014, p.5). Students act actively in their own learning and seek to be autonomous learners. Additionally they learn to be critical in their thinking and to adapt and transmit knowledge across different situations. Successful interaction in the classroom is based on students participation. Students are supposed to find ways to motivate them selves and attempt to apply information to their own lives and to integrate them into the classroom. Finally, they have to be willing to challenge, to question, and to initiate in the competency based language teaching classroom (Marcellino, 2005, as cited in Griffith & Lim, 2014, p.5).

Conclusion

The period that followed the Algerian independence was marked by challenges related to language. Algeria worked on developing the teaching and learning of English to spread its use as an attempt to convoy with the technological and economic challenges.

This section describes first the historical background of teaching and learning English in the Algerian educational system. Then, it discusses the educational reforms of teaching and learning English as foreign language (2002). Finally, it sheds light on the current teaching approach used in the Algerian educational system teaching which is CBA. In brief, learning English is of great importance to any Algerian students because it gives him more chances to communicate with other people from different countries and cultures.

Section Tow: Teaching English as Foreign Language in Rural Areas

Introduction

Teaching and learning English at rural areas is a challenging task for both teachers and learners. Creating suitable and comfortable environment by the teacher inside and outside the classroom is extremely hard. The surrounding environment plays a crucial role in language learning, since the students acquire their native language from the surrounding. However, this does not work when it comes to learn a foreign language. Rural students work hard to learn the target language (English) because they lack such surrounding. A lot of experiments have been conducted to investigate the way of teaching English to rural students. During the two late centuries, English spread all over the world and influence various domains including medical and technical sciences and education (Agrawal, 2012, p.175). In brief, the process of teaching and learning English is full of obstacles and challenges that face both teachers and learners at rural areas. This section attempts to make a comparison between rural and urban language classroom. It also sheds light on the main the difficulties and obstacles encountered by both teachers and learners in teaching and learning English as a foreign language in rural areas. Moreover, it is concerned with enhancing the teaching and learning of English as a foreign language in rural areas.

1.2.1.Comparison between Rural and Urban Language Classroom

There is significant difference between rural and urban language classroom in terms of the learning environment. They first differ in the availability of technology including the number of interactive white boards, desktops in labs, netbooks, and table computers. Moreover, there is huge difference between urban and rural teachers in terms of teachers attitudes ,competence, levels and experience in technology integration. In other word, urban teachers are familiar and extremely capable of using technology in teaching; however, rural teachers are still at the level of “understanding and application” of the process (Wang, 2013,p.138). The second difference is related to the school characteristics. Urban schools are larger than rural schools. They have more teachers, administrators, and support staff which make these schools more organized and disciplined than rural schools. An other difference is related to students’ characteristics. Rural students are more homogenous than urban students that have greater mix of races and cultures.

Rural students lack the opportunity to interact with persons who belong to different cultures which may affect their educational and sociological development. Furthermore, rural and urban language classroom are different in terms of social context. The educational level of rural parents and urban parents have high expectation toward the educational system of their children ; while, rural parents are less likely to expect their children to advance in their education (McCracken,J.D.,& Barcinas,J.D.T, 1991,p.38). Beside, students at rural schools have fewer opportunities than urban students to involve in cultural activities and practicing visual arts. Moreover, rural teachers have less opportunities to involve in broad policy discussion and limited chances for professional exchange and improvements. Additionally, it is harder for them to reach support system. All these factors make rural teachers less competent than urban ones (Lamb &Glover, 2014,p.71).

3.3.1. Challenges of Teaching English in Rural Environment

Teachers, while doing their jobs, face a lot of challenges and problems in rural areas. There are many challenges which prevent English teachers from working in rural areas including: Isolation, classroom conditions, ill-equipped libraries, technological challenges, and cultural challenges.

3.3.1.1. Isolation

Rural areas are not attractive for teachers; rural schools does not provide suitable and comfortable environment for teachers. They, find it difficult to cope with the miserable circumstances; as a result, they leave their jobs just after a short period of time. Thus, it is a challenging task to find permanent teachers in these schools. The only teachers who spend a long period of time working in such schools are those who belong to rural areas or have precedent experience with rural societies (Du Plessis, 2014, p. 1112). Moreover, supervision inspector visits are less frequent in rural schools. In other word, the teachers in rural schools have less opportunities to meet inspectors and acquire adequate teaching methods because they are working in very isolated zones. According to Herralal (2014), teacher-training institutions did not offer special training for teachers to particularly work in rural areas. Teacher training institutions are located in urban areas and teaching practice is usually done at urban schools (as sited in Shikalipo,

2020, p. 214). Besides, the majority of teachers do not prefer to work in isolated zones because it is difficult for them to adapt with the difficult conditions in such area (Holguin and Morales, 2016, p. 213).

3.3.1.2 Classroom Conditions

Agrawal(2012) stated that classrooms at rural schools are overcrowded with improper ventilation (p.176). Thus, teachers lose control over the class and find difficulty in explaining the lectures and making sure that the message is well- received for all students. In addition, overcrowded classes are full of noise which disturbs students and reduces their concentration inside the class. This makes them less competent than urban students. Further, rural schools usually contain ill-equipped libraries. They suffer from the lack of books, journals, magazines, and other reading materials in addition to the lack of handout which plays a crucial role in enhancing students understanding and achieving better results (Agrawal, 2012, p. 176).

3.3.1.3. Technological Challenges

Researchers have suggested that using technology can extremely improve the learning capacities of students especially those in isolated zones where educational resources are not available (Stern, 1994 as s cited in Khattri, et al, 1997, p. 21). Most of rural areas are not supplied with the high speed delivery systems required to make online technologies work best. Some teachers have no relation with technology especially old teachers. Rural schools cannot be successful if they are not provided with books computers and new technologies (Du Plessis, 2014, p. 1116). Most of rural schools are suffering from the lack of computers. The number of available computers are not sufficient to meet the needs of the huge number of rural students and most of time the available computers in rural schools does not work at all. Further, Agrawal(2012, p.176) stated that rural schools suffer from the lack of simple visual aids such as flash cards, charts, black boards, pictures in rural schools. Nowadays, even of the emergence of new advanced technologies that become a necessity in educational system, rural schools and colleges are still suffering from the lack of modern audio-visual aids such as computers, LCD Projectors, OHP, which are very important to make teaching and learning more efficient.

To sum up, the use of technology is useful for both teachers and learners. It makes the process of teaching and learning easier in the sense that it saves time and effort. Additionally it attracts the students' interest and encourage them to practice the language. However, rural students lack all these facilities which extremely affect their learning improvement.

3.3.1.4. Cultural Challenges

The culture plays an essential role in determining the success or the failure in learning any foreign language. Most of time the culture at rural areas reflects the failure of rural students in learning English as a foreign language in the sense that they face a lot of rural cultural problems. First, most of rural students and their parents have negative attitudes towards English. They consider it useless in their educational career, instead of that they give more importance to other modules like science and mathematics. Moreover, they consider English as a boring subject which does not offer any kind of entertainment. Besides, shyness is another factor that prevent rural students from learning that language. They feel shy to express themselves and their ideas in front of their teachers and even within their classmates. Some rural parents reject learning English because they still consider it the language of the enemies and view some innovative ways of teaching English such as drama, using songs unislamic (Ler, 2012, pp. 4-9).

To sum up, teachers at rural areas have many cultural problems which led to low educational performance. These problems include negative attitudes of learners and parents towards learning English, lack of self-motivation, shyness and the influence of the Islamic teaching on the learning of English.

3.3.2. Challenges of learning English in Rural Environment

While the interest of learning English at urban areas as a foreign language increases gradually, the students at rural areas still face many difficulties in learning that language including: The lack of parents support, the lack of exposure over English, lack of vocabulary, lack of motivation ,and lack of qualified teachers.

3.3.2.1.The lack of Parents Support

The parents play an essential role in determining the child performance. However, rural students have less parental encouragement to attend school. Most of rural students' parents have lower level of education and some of them are not educated at all. Thus, they are not really aware of the importance of schooling for their children (Taylor & Moulhall, 2001 as cited in Mulkeen 2005, p.3). Parents' expectations play crucial role in determining the youth decisions to continue education (Esterman et al, 1995 as cited in Hossain, 2016, p.2). Furthermore, socioeconomic status of the family is also considered as a key factor that influence students' performance in English language. The majority of students belong to poor families; thus, they cannot obtain sufficient educational resources. exams. Briefly, the teachers focus more on teaching about English rather than teaching in English.

3.3.2.2.The Lack of Vocabulary

The lack of vocabulary is another real challenge that rural students encounter in learning English. Vocabulary is an important issue that students should master in learning any foreign language, since it is the basis for communication. Most of rural students find it hard to master their vocabulary because they lack exposure over English. The methods used in teaching English at rural schools are not effective because students even after studying English for long period of time, they lack mastery over English. Usually, this what makes English very hard for them to be understood (Indriyati, 2019, p.3707).

3.3.2.3.The Lack of Motivation

Rural students can also lack motivation. Motivation is one of the most important issues which determines students success or failure in schools. That is to say, if the students are highly motivated and have positive self-image without feeling anxious or hesitated, the learning process will be optimal, otherwise, the learning process will fail (Holguin & Morales, 2016, P. 214). The lack of motivation in rural areas affects negatively the learning process. Rural students find less motivation for their learning from the home environment. Most of rural students' parent want them to work in farming and assist them in agricultural tasks rather than going to school. Moreover,

rural schools does not provide suitable environment that motivate them to learn English like using materials in teaching and applying innovative ways of teaching that attract the students interest.

3.3.2.4. The Lack of Qualified Teachers

Lack of qualified teachers is another problem encountered by students. Since teachers are the only model for students, lack of qualified and trained English teachers in rural areas affect negatively students English language competence than the urban areas students (Hossain, 2016, p. 2). Most of teachers in such schools are not stable, they work for short period of time and then they change the school; which means that students each time face unfamiliar teachers that makes them feeling shy anxious and uncomfortable. The quality of teaching in rural schools is usually less than in urban schools because rural teachers have low access to support services and little chances to attend in service training that are very essential as they help to increase teacher professional competence (Mulkeen, 2005, p. 4).

1.2.4. Enhancing the Teaching and Learning English as a Foreign Language in Rural Areas

The teaching environment is one of the main factors that determine both the learning process and the performance of the students. The efficiency of rural schools in producing competent English language learners is related to good teaching Environment. Thus, any country desires to improve its education must offer a conducive teaching and learning environment. There are many strategies that should be applied and conditions that should be offered to enhance the teaching and learning of English at rural areas.

1.2.4.1. Enhancing the Teaching of English as a Foreign language in rural areas

School inspectors and supervisions is considered as one of the best ways of enhancing the educational system of the country. The supervision and inspectorate divisions of many countries have huge capacity gaps. Further, they lack means and resources that will facilitate inspection. This is more difficult for rural areas where most villages are isolated and difficult to reach. The inspectorate division of the educational system should be reordered through providing sufficient resources. That will make them work efficiently. They must also be empowered to be able to focus

particularly on the rural environment. These activities should not be restricted to inspection and supervision of the teachers but the facilities and the resources of rural schools should be covered (Adedeji & Olaniyan, 2011, p.77). The teachers at rural areas should be provided with enough teaching aids that could help them to perform well in their teaching. In addition to that, recruitment of more English teachers is required to decline teacher-student ratio. Attracting environment for language teaching can be established by displaying posters, charts, maps, advertisements, time table and signs together with works produced by the students themselves in the classroom (Hossain, 2016, p.11). The working conditions can determine the success or the failure of the teaching process. Thus, it is necessary to improve the working conditions of teachers in rural areas through putting some mechanisms and strategies that could help in improving the working conditions of the teachers and enhance the teaching process. In order to stimulate teachers to work in isolated communities, they should be supported by additional financial incentives, and facilitate the process of accessing the school for them (Adedeji, 2011, p.74).

1.2.4.2.Enhancing the Learning of English as a Foreign Language in Rural Areas

Hossain (2016, p.11) listed certain strategies that can be used to enhance the learning of English in rural areas. First, the teacher should encourage students to do activities depending on four skills, to improve the four language skills listening, speaking, reading, and writing. Moreover, the learning objectives must be determined before introducing any course. Next, the teacher should make proper lesson plans that fit students' needs. In addition, motivation is a key concept that pushes students to learn. The teacher should increase the students' motivation by fostering activities that allow pupils to practice the language, so that, they can learn interactively. Further, Agrawal (2012, p.177) stated that the primary role of the teacher is to make student aware of the importance of learning English in their lives. Most of rural students avoid using English because of fear from making mistakes which prevent them from learning English. Thus, teachers should encourage them to speak English without hesitation.

Conclusion

To sum up, the process of teaching and learning English as a foreign language at rural areas is a challenging task for both teachers and learners. English teachers in such areas face numerous difficulties in performing their jobs. These challenges are isolation, classroom conditions, technological challenges, and cultural challenges. Moreover, rural pupils find it difficult to master the English language because they are suffering from a number of challenges which prevent them from achieving better results. These challenges are the lack of family support or encouragement, the lack of vocabulary, the lack of motivation, and unqualified teachers. All these difficulties results in low English performance at rural areas.

Chapter Two: Fieldwork

Introduction

The second chapter is devoted to the practical part of the dissertation. It aims at investigating the difficulties in teaching and learning EFL at rural areas that encounter teachers and pupils of Boulwika Mohammed Ben Lekhder in Ouled Askeur and Terkhash Mohammed in Bouraoui Belhadeb secondary school.

Two research instruments were implemented to collect data in this research. First, a questionnaire was administered to third year secondary school pupils to obtain information about the main difficulties that they encounter in learning English. Second, interviews were conducted with teachers to obtain data about the main obstacles that they face while teaching English at rural areas. This chapter, then, provides a presentation and description of the research instruments, as well as detailed analysis and discussion of the obtained data from each question. The chapter ends with providing the limitations of the study, as well as pedagogical recommendation.

1- Pupils' Questionnaire

1-1- Aims of the Questionnaire

The questionnaire was mainly constructed to investigate the main difficulties and challenges encountered by third year pupils of Terkhash Mohammed Bourawi Belhadeb secondary in Bouraoui Belhadeb school and Boulouika Mohammed Ben Lekhder secondary school in Ouled Askeur in learning English. Secondly, it sought to elicit pupils' awareness and attitudes toward learning English at these areas.

1-2- Description of the Questionnaire

The questionnaire is a widely used research instrument that offers quick and efficient way of gathering information from participants. This questionnaire depends mainly on the theoretical part of the present research. The questionnaire started with a short introduction that introduces the aim of the research. It is wholly consisted of (15) questions which fall in to two types: close questions (13 questions), and open ended questions (2 questions). Through closed

questions, the respondents are required to select yes or no answers, or to pick up the suitable answer that seems to them from a number of choices. The open-ended questions allow the participants to provide some justifications for the reason behind selecting a particular choice or adding other elements that are not included among the offered options. The questions are systematically and logically ordered, classified under three sections, each one addresses particular aspect. The first section consists of three questions concerned with pupils' perceptions toward English. It aims at getting insights about how learners view English and how they evaluate their level. While the second section, entitled “ Pupils Difficulties in Learning English”, comprises ten (9) questions. It is devoted to exploring the challenges and obstacles pupils face in their learning of English. The third section, entitled “The Use of Technology in English Language Classes”, is made up of three (3) questions. It aims at getting insights about how pupils view the use of technology in English language classes.

1-3- Administration of the Questionnaire

A questionnaire is a research instrument that is used to collect qualitative data from respondents. This questionnaire was administered randomly to forty (40) third year pupils at secondary schools of both Boulouika Mohamed ben Lekhder and Terkhash Mohamed Bouraoui Belhadeef. The questionnaire consisted of fifteen (15) questions. The participants were given enough time to answer the questionnaire without any pressure. We were present in the completion of the questionnaire to provide further and detailed explanations for pupils in order to avoid misunderstanding of the questions. The questionnaire was conducted in the period of 17th and 18th May, 2021.

1.4. Population and Sampling

To investigate the difficulties of learning English at rural areas, a four page questionnaire was administered to forty (40) third year Baccalaureate pupils' selected randomly from two distinct rural schools which are: the secondary school of Boulouika Mohammed Ben Lekhdar and secondary school of Terkhash Mohammed Ben Massaoud. In addition to that, the sample was chosen from both the two genders male and female. They

were selected randomly without taking into consideration their field of study either scientific or literary stream.

The rationale behind choosing third year secondary school pupils is the fact that they have studied the English language for approximately seven (7) years. Thus, they are more aware of the difficulties related to learning English at all levels. Moreover, these problems become more obvious at the level of third year secondary school since at this level pupils are going to pass an official and national exam and they are supposed to reach acceptable marks to succeed. However, they find themselves less competent, and they achieve lower results than urban pupils.

1.5.Results and Interpretation

In what follows, the various answers supplied by the participant are represented in the form of tables and reported in statistical forms.

☐Section 1: The Pupils' Perceptions of English.

Q1- what is your favorite subject?

A-Mathematic ☐ B-Science ☐ C-English ☐ D-other modules ☐

Table 1

The Pupils' Favorite Subject

Options	Frequency	Percentage%
A	09	22.5
B	11	27.5
C	07	17.5
D	13	32.5
Total	40	100

This question was administered to the participants to detect the preferable module for pupils. As it is clearly shown in table 1,(32.5%) of the respondents acknowledged that they preferred other modules; six (6) pupils selected Arabic and (4) four of them preferred physics, while three pupils chose philosophy. Moreover, (27.5%) are interested more in studying science. However, (22.5%) claimed that they liked more mathematic and only (17.5%) of them saw English as their preferable module. From the above results, we can deduce that English is not the most preferable module from rural pupils' perspective.

Q2- Are you interested in learning English?

A- Yes ☐

B- No ☐

Table 2

Pupils' Interest in Learning English

Options	Frequency	Percentage%
A	13	32.5%
B	27	67.5%
Total	40	100%

The second question comprises two parts. The first part aimed to investigate whether pupils were interested in learning English or not. As it is shown in table 2, (67.5%) of the whole population were not interested in learning English; while (32.5%) were interest in learning this language. The obtained results might mean that the majority of pupils have a negative attitude toward learning English.

➤ If yes, what is the reason be bind your interest?

a- Improving your English. ☐

b- Important for your educational career ☐

c- Just for pleasure and entertainment. ☐

➤ If there are others mention them.

Table 3*The Reason behind Pupils' Interest in learning English*

Options	Frequency	Percentage%
A	4	30.77
B	2	15.38
C	7	53.84
Total	13	100

The respondents' answers diverged in this question, more than half of the participants (53.84%) were interested in learning English just for pleasure and entertainment. While (30.77%) of the participants learn English for the purpose of developing their language and made themselves able to communicate using that language with a degree of fluency. Moreover, just (18.38%) of them considered it important for their educational career. Under this question pupils were asked to mention other reasons if any. Nobody has answered this question. From the obtained results, most of rural pupils are not interested in learning English.

Q3-How do you consider your English language level?

Excellent ☐ B- Good ☐ C-Average ☐ D-Weak ☐

Table 4*Pupils' Considerations of their English Language Level.*

Options	Frequency	Percentage%
A	1	2.5
B	7	17.5
C	10	25
D	22	55
Total	40	100

This question is administered to the participants in order to diagnose the pupils' level of English. As it is clearly displayed in table 3, the majority (55%) of the population considered their level as being weak; this simply means that the majority of the involved learners were not fully satisfied with their level in English. (25%) of the population considered their level as being average. Moreover, (7.5%) of the participants evaluated their level as being good, and only one person evaluated his / her level as being excellent. From the above results, it is clear that a considerable number of the pupils seem to have unacceptable level in English.

Section Two: The Pupils Difficulties in Learning English

Q4: Do you face difficulties to reach the school?

A- Yes ☐

B- No ☐

Table 5

Pupils' Difficulties in Reaching the School

Options	Frequency	Percentage%
A	27	67.5
B	13	32.5
Total	40	100

The results demonstrated in the above table show that (67.5%) of the participants encountered difficulties to reach the school. However, (32.5%) found it easy to reach the school.

➤ If yes, is it because of:

A- Lack of transportation ☐ B- Distant schools ☐ C- Geographical difficulties. ☐

Table 6

Types of the Difficulties Faced by Pupils to Reach the School

Options	Frequency	Percentage%
A	20	50
B	11	27.5
C	09	22.5
Total	40	100

The Participants' answers differ in this question. (50%) of the participants suffered from the lack of means of transportation; while (27.5%) of the pupils lived far from the school. Further, (22.5%) of the respondents encountered geographical difficulties. From the above results, we can deduce that all these challenges make the process of accessing the school harder for them.

Q5- Do you find it difficult to adapt with unfamiliar teachers?

A-Yes ☐ B-No ☐

Table 7

Pupils' Difficulties to Adapt with Unfamiliar Teachers.

Options	Frequency	Percentage%
A	37	92.5
B	03	7.5
Total	40	100

The aim of this question is to investigate whether pupils face difficulties to adapt with unfamiliar teachers or not. From the results demonstrated in the table above, the majority

(92.5%) of the population finds it difficult to adapt with new teachers, and only (7.5%) do not encounter difficulties with them.

- If yes, does it affect your learning of English?

Table 8

The Influence of Unfamiliar Teachers on the Pupils' Learning of English.

Options	Frequency	Percentage%
A	37	92.5
B	03	07.5
Total	40	100

From the above table, it is obvious that the majority (92.5%) of the population declared that the non-permanent presence of teachers of English affected negatively their learning. Only three (03) persons did not care about the stability of teachers.

Q6- Is the English language used by your teacher:

A- Easy ☐ B- Intermediate ☐ C- Difficult ☐

- Justify your answer.

Table 9

The Level of the Language used by the Teacher

Options	Frequency	Percentage%
A	03	7.5
B	30	75
C	07	17.5
Total	40	100

This question is targeted to pupils to elicit whether they understood the language used by the teacher or not. As it is shown in the table 9, (75%) of the whole population found the language used by the teacher as being intermediate; while (17.5%) considered it as being difficult, and only (7.5%) evaluated it as being easy.

In the second part of this question, pupils were asked to justify their answers. Those who declared that they found the language used by the teacher either easy or intermediate claimed that the majority of their teachers used the Arabic language to explain the lessons and translated the difficult words in Arabic. However, those who find it difficult justified their answers claiming that their English level was very weak; they could not understand even every basic and simple expressions and words. From The data gathered, it is crystal clear that rural pupils find it hard to understand explanations of the lessons without using Arabic.

Q7- Are English books available in the place where you live?

A- Available

☐

B- Poorly available

☐

C- Not available

☐

Table 10

The Availability of English Books at Rural Areas

Options	Frequency	Percentage%
A	09	22.5
B	25	62.5
C	06	15
Total	40	100

This question was addressed to the participants to detect the availability of English books. More than half of the population (62.5%) declared that the books were poorly available. While (22.5%) of them stated that they were available and only (15%) selected not available. What can be concluded from the results is that the available English books at this area are not sufficient for the learners to better their educational achievement.

Q8- Do you concentrate inside the classroom?

A-Yes ☐B- No ☐**Table 2- 11**

Pupils' Concentration inside the Classroom in the English Language Subject.

Options	Frequency	Percentage%
A	14	35
B	26	65
Total	40	100

This question is concerned with the pupils' concentration inside the classroom. Pupils were asked to tick on the appropriate answer (yes or no) for them in the box. Most of pupils (65%) responded negatively. On the other hand, (35%) of them responded positively. From the data collected, it is obvious that most of the pupils suffered from the lack of concentration inside the classroom.

➤ If no, is it because of:

A-Noise ☐B-Crowded classes ☐C- Getting bored during the sessions ☐**Table 12**

The Reason behind the Lack of concentration.

Options	Frequency	Percentage%
A	07	25.92
B	00	0
C	19	73.08
Total	26	100

The aim of this question was to explore the reason behind the lack of concentration inside the classroom. Most of the respondents (73.08%) declared that they got bored during the sessions, the thing that makes them less concentrating. Additionally, (25,92%) of pupils revealed that they did not concentrate because of the noise made by their classmates.

However, nobody selected crowded classes. We can conclude from the above results that teachers do not use any innovative ways of teaching or means of entertainment. They rely only on traditional ways which make the learners feel bored, this is what makes the learners less concentrated.

Q9- Do you participate inside the classroom?

☐ A- Yes ☐ B- No

Table 13

Pupils' Participation inside the Classroom.

Options	Frequency	Percentage%
A	13	32.5
B	27	67.5
Total	40	100

This question aims at investigating whether they participate during the sessions or not. As it can be noticed in table 13, (67.5%) of the respondents confessed that they do not participate during the session. However, (32.5%) of them admitted that they participate inside the classroom.

➤ If not is it because of:

A- Shyness ☐ B- Fear from making mistake ☐ C- You do not have the answer ☐

Table 14*The Reasons that Prevent Pupils from Participating*

Options	Frequency	Percentage%
A	10	37.04
B	13	48.15
C	04	14.81
Total	27	100

This question was administrated to pupils to know why some pupils did not participate. It is apparent from table 14 that (48.15%) did not participate because they were afraid from making mistakes. While, (37.04%) of them do not take part actively in the class because of shyness, and only (14.81%) of them admitted that they did not have the answer, the thing that prevented them from participating.

Q10- What is the educational level of your parents?

A- Ignorant ☐

B- Moderate

☐ C- Highly educated . ☐

Table 15*The Pupils' Parents Educational Level*

Options	Frequency	Percentage%
A	29	72.5
B	09	22.5
C	02	05
Total	40	100

This question aimed at getting a clear idea about the educational level of pupils' parents. Results illustrated in table 15 revealed that the educational level of the majority

(72.5%) of pupils' parents is classified as being ignorant. Further, (22.5%) of them are highly educated. We can conclude that the highest number of pupils' parents are not educated. Thus, they cannot help them in their education.

Q 11- Who encourage you to learn English?

A-Family ☐ B- Teacher ☐ C- Myself ☐ D- No body ☐

Table 16

The Sources of Encouragement for Pupils to Learn English

Options	Frequency	Percentage%
A	06	15
B	02	05
C	17	42.5
D	15	37.5
Total	40	100

This question aims to explore from whom pupils perceive encouragement to learn English. From the result demonstrated in table above, it is shown that (42.5%) of participants encouraged themselves by their own. (37.5%) of them acknowledged that nobody encouraged them to learn English. Furthermore, (15%) perceived encouragement from their parents, while only two pupils claimed that parents and teachers played an important role to motivate them to learn English. We can conclude that most of pupils at rural areas do not receive any kind of encouragement from their surroundings environment to learn English.

Q 12- How much do you listen to native speakers outside the class

A-Always ☐ B-Often ☐ C-Rarely ☐

Table 17

Pupils' Frequency of Listening to Native Speakers outside the Class

Options	Frequency	Percentage%
A	04	10
B	19	47.5
C	15	37.5
D	02	05
Total	40	100

The answers to this question show that almost half of pupils (47.5%) opted for often to be the frequency of their listening, while (37.5%) of them stated that they rarely listen to native speakers. Further, four of them, representing (10%), opted for always. while only (5%) of the participants admitted that they never listen to native speakers.

☐ Section Three: the Use of Technology in English language Classes

Q 13- Do you think that using technology in English language classes is good strategy for an effective learning?

A-Yes ☐

B- No ☐

Table18

Pupils Attitudes towards The Effectiveness of Using Technology in Learning English

Options	Frequency	Percentage%
A	40	100
B	00	00
Total	40	100

This question was administrated to pupils to elicit their views about the effectiveness of the use of technology in learning and teaching processes. It is clear from the results shown in table 19 that all the participants preferred the use of technology during the session and they saw it as very effective and beneficial.

➤ If yes, how does it help you?

- a- It increases motivation and interest. ☐
- b- It gives the chance to practice the language. c- ☐
- The lesson becomes more enjoyable. ☐

Table 19

Technology Effect on English Language Learning

Options	Frequency	Percentage%
A	13	32.5
B	12	30
C	15	37.5
Total	40	100

The second part of the question was devoted to pupils to explore how the use of technology can enhance the process of learning. The result obtained revealed that (37.5%) of pupils claimed that using technology made the lesson more enjoyable. In addition, (32.5%) of them stated that the use of technology motivated them and attracted their interest; while (30%) declared that it gave them the chance to practise the language. We can conclude that the use of technology is a good strategy to learn.

Q 14- Does the use of audiovisual aids help in developing your language skills?

A- Yes

☐

B- No

☐

Table 20

the Influence of Using Audiovisual Aids on Developing the Pupils'

Language Skills

Options	Frequency	Percentage%
A	40	100
B	00	00
Total	40	100

This question administered to pupils to explore their views towards using audiovisual aids in developing language skills. The whole number of the population (100%) declared that they consider of the use of audio visual aids very important in developing their language skills.

Q 15- According to you, which of the following elements can be developed through the use of audio visual aids?

A- Vocabulary ☐ B- Grammars ☐ C-Pronunciation ☐ D- All of them ☐

Table 21

The Elements that can be Developed through the Use of Audiovisual Aids

Options	Frequency	Percentage%
A	08	20
B	03	7.5
C	12	30
D	17	42.5
Total	40	100

Pupils were asked to answer this question for the sake of checking which of the linguistic elements can be improved through the use of audiovisual aids. Table 22 shows that the highest number of pupils (42.5%) agrees that all of these linguistic elements can be developed through

the use of audiovisual aids. Further, (30%) opted for pronunciation; while (20%) selected vocabulary and only three pupils opted grammar. From all of that, we can deduce that audiovisual aids play a crucial role in developing linguistic elements.

2.1.5. Discussion of the Results

This section is concerned with the discussion of the results obtained from the pupils' answers. The first section which consists of three questions was devoted to elicit pupils' views and attitudes toward English and how they evaluate their level. In general, the majority of the participants show no interest in learning English, in which they prefer to study science, mathematics, Arabic and philosophy more than English. This reflects the negative attitude that rural pupils have towards English. In addition to that, the majority of them declare that they have very weak level which confirms what is already mentioned in the theoretical part that rural pupils are less competent. The second section of the questionnaire demonstrates the difficulties and challenges rural pupils encounter in learning English as a foreign language. In response to question four, we can deduce that the majority of rural pupils claimed that they find it hard to access the school. We can conclude that most of rural pupils encounter serious problems to reach the school. Furthermore, there are three main reasons that make the process of learning English harder which are the lack of transportation, distant schools in addition to geographical difficulties in which half of the participants suffer from the lack of transportation.

Findings on (Q 5) show that the vast majority of the respondents proved that rural pupils face challenges to adapt with new teachers and that this harm their learning. One intriguing conclusion that can be drawn on this question is that the instability of teachers is considered as one of the main reasons behind the worst achievements of rural pupils.

The result obtained from (Q6) show that the lesson at rural classes is explained using Arabic and this what makes the teachers explanation comprehensible for them. As it is proved in(Q3), the students' level is very weak; thus, they cannot understand the lesson unless it is explained in Arabic. Concerning the availability of books, the vast majority of the population declares that they were poorly available. The results obtained from (Q8) reveal that more than

half of the participants confess that they do not concentrate inside the classroom. Further, they reveal that feeling bored during the session is the main reason behind their lack of concentration. Additionally, the majority of them admit that they are not active inside the classroom. They consider fear from making mistakes the main reason behind that. This confirms that they lack self-confidence (Q9). Findings on (Q10) show that most of rural parents are not educated. Almost half of the respondents stated that the only source of encouragement for them is themselves (Q11). This insures the fact that most of rural parents do not offer any support for their children. The results obtained from (Q13) show that almost all of the respondents do not listen to native speakers, which means that they lack exposure over English.

The last section of this questionnaire is devoted to investigate the use of technology in English language classes. Concerning the effectiveness of the use of technology in English classes, all pupils strongly agree on its effectiveness. Moreover, they claimed that it helps them in making the lesson more enjoyable, and decreasing the possibility of getting bored during the session (Q13). Findings on (Q14) revealed that all pupils claimed that using audio visual aids help in enhancing their language skills. Furthermore, they contribute in improving all of the linguistic elements which are pronunciation, grammar, and vocabulary (Q15). Finally, the results obtained from the questionnaire revealed that, rural pupils have negative attitude toward learning English. Moreover, they encounter many difficulties and obstacles that prevent them from achieving better results. Besides, third year secondary school pupils emphasized the importance and effectiveness of using technology in language classes.

2. Teachers' Interview

2.1. Aims of the Interview

The interview aims at having a clear image of the difficulties the teachers encounter in teaching English at rural areas. Moreover, it targets to collect data about the methods and strategies used by the teachers of Terkhash Mohammed Ben Messaoud and Boulouika Mohammed Ben Lekhder secondary school.

2.2. Description of the Interview

The interview is the second tool we relied on to collect data which conducted with four secondary school English teachers. Each teacher was interviewed individually for approximately 20 minutes. This interview comprises 15 questions. Some of the questions aim at gathering general information about teachers. While others seek to get clear image about the main difficulties encountered by teachers during teaching English at rural areas. Moreover, some other questions are devoted to explore the teachers' views about pupils' difficulties in learning English.

2.3. Administration of the Interview

The interviews were conducted with two teachers from Boulouika Mohammed Ben Lekhder secondary school, and two other teachers from Terkhach Mohammed Ben Mesaoud secondary school during the period of 17th and 18th May, 2021 in classrooms. The interviewees were very helpful in which they answered all questions respectively and kindly.

2.4. The Analysis of the Interview

In addition to the questionnaire that was targeted to pupils, an interview is also conducted with teachers to obtain more insights into the teachers' views of the challenges they encounter in teaching English to rural pupils and get clear image on the difficulties encountered by the pupils themselves. Besides, it attempts to provide solutions and recommendations to overcome these difficulties.

Q1- Where are you from?

The aim of this question is to discover where the teachers live. Teachers A and B declared that they are from Taher, and teacher C stated that she is from Jijel; while teacher D claimed that he belongs to Ouled Askeur. From the data gathered, it is clear that most of them do not belong to rural areas.

Q2- How long have you been working in this school?

This question seeks to explore the teachers' experiences with teaching English at rural areas. Teachers A and B declared that they have been teaching English at this area for less

than one year and teacher C claimed that she has been teaching English there for approximately two years. Moreover, teacher D stated that he has been teaching at this area for more than five years.

Q3- Are you permanent or substitute teacher?

Teachers B, C, and D claimed that they are permanent teachers; while teachers A confessed that she is substitute teacher.

Q4- Are you satisfied with the work here, and justify?

Concerning the teachers' dissatisfaction with the work in rural areas, three teachers A, B and C showed their dissatisfaction about the work in these areas. They justify their dissatisfaction by the lack of facilities in such areas, in addition to the pupils' negative attitudes toward English in which they show no interest toward this language. However, only one teacher (D) showed his satisfaction about the work there. He claimed that he does not face any difficulty to adapt with the condition in this area because he belongs to it.

Q5- Do you want to change to urban schools if it is possible, and why?

The three teachers A, B, and C stated that they have a big desire to change to urban schools if there is any opportunity because they find it difficult to reach the school which is located far from the place where they live. Moreover, they admitted that they face difficulties to adapt with the bad conditions at these areas which are not suitable for them to do well in their jobs. While, teacher D who belongs to rural areas did not show any desire to change the school stating that he is very happy with the work there.

Q6- Which approach do you employ in the classroom?

➤ Do you think that it is effective?

This question was administrated to explore the method used by the teacher inside the classroom. Three teachers A, B, and C declared that they apply the (GTM) because pupils are unable to understand the lessons without using Arabic, that's why it is very hard for them to apply competency based Approach which is time consuming. Further, they declared that (GTM) is not effective because pupils just learn about the language not the language; they learn for the sake of passing exams and not for the purpose of communication. However, only

the interviewee D acknowledged that he applies competency based approach and considers it as very effective approach.

Q7- Are your pupils motivated?

This question seeks to detect whether rural pupils are motivated to learn English or not. All of them agreed that pupils are not motivated except few numbers that show some interest to learn English. It is obvious from the results obtained that most of rural pupils lack motivation to learn English language.

Q8- Do you encourage them to learn English?

This question was administrates to investigate whether teachers play an important role to encourage learners to learn English or not. The four teachers A, B, C, and D confirmed that they do their best to encourage them to learn this language or at least change their attitudes toward English, but unfortunately their efforts did not give any results.

Q9-Depending on your teaching experience, how can you grade your pupils' level of English?

This question was targeted to get an appraisal about pupils' level of English. The four interviewees A ,B ,C and D agree that only from three to six students can be graded as being excellent; while the rest are considered slow learners.

Q 10- Do you teach crowded classes?

- If yes, do you face difficulties to control them?
- If no, is it because learners miss their English language classes or the number of pupils is small?

Teachers were asked this question to check whether they teach crowded classes or not. Three of them A, B, and C admitted that they do not teach crowded classes. They justify their answers stating that the number of pupils is generally small and sometimes they miss the English language classes. However, one teacher (D) declared that he teaches crowded classes and he sometimes faces difficulties to control them.

Q11- Are audiovisual aids for teaching such as computer, internet, L C D projectors .available at your school?

- Do you know how to use them?
- Do you think that they are useful?

This question aims at investigating the availability of audiovisual aids. All the interviewees A, B, C, and D declared that they are available in the school, but teacher D stated that he does not know how to use them. While two teachers A and B declared that they know how to use them; but the problem for them is that the electricity is not available inside the classrooms. Teacher C admitted that she does not prefer to use such tools because Pupils lose their concentration and cannot be serious during the session since they make it as a Cinema and they behave as they are watching TV. Further, three teachers A, B, and D agree on its effectiveness; However, only one teacher (C) claimed that they are not useful with such kind of pupils.

Q12- Do you receive particular training for teachers to particularly work in rural areas?

This question was asked in order to elicit whether they receive any training that could help them to do their jobs well in these areas. Indeed, all teachers confessed that they do not receive any kind of training to particularly work in rural areas. We can conclude that rural schools lack well trained teachers that are capable to perform well at such areas.

Q13- Does the inspector visit you frequently?

- If no, why?

This question was addressed to teachers to diagnose whether the inspector visits them frequently or not. The whole number of the interviewees declared that the inspector does not visit them frequently. Additionally, they stated that most of inspectors avoid visiting them since they find difficulties to reach rural schools which are isolated.

Q14- Are the books available in the library sufficient for preparing well-structured lessons?

The handed question was administrated to teachers to investigate the teachers' satisfaction toward the available books in the library. All teachers stated that there are limited

numbers of books in the library, and the ones that are available are not useful because most of them belong to ancient approaches.

Q15- what Do you recommend to improve the teaching of English and overcome the difficulties encountered by pupils?

The last question aimed at eliciting the teachers' perceptions, suggestions, and recommendations to improve the process of teaching and overcome the main difficulties the pupil's encounter. Teacher A, B, C, and D, provide very interested suggestions that could enhance the teaching of English. Teacher A recommended to give extra sessions to pupils and motivate them to read extra books such as short stories and novels. Teacher B emphasizes the importance of using audiovisual aids to enhance the pupils' four skills. Besides, she suggested that the new teachers should be trained how to teach before joining the school for the first time. Further, teacher C suggested the use of innovative methods of teaching that could help in making the English sessions more enjoyable and give them extra exercises to do at home. Teacher D recommended that the number of pupils in the class should be small. Moreover, the school library should be provided with books related to competency based approach.

2.5. Discussion of the interview

The findings of the interview method were very fruitful. The teachers indicated their dissatisfaction about the work at rural areas which is full of challenges and obstacles and showed a great desire to change the school to an urban one. According to teachers' view, competency based approach is not effective with rural pupils because their level of English is very weak. This obliged them to use the (GTM) which itself shows its failure to produce pupils that are capable to communicate using this language. Moreover, they declared that they work hard to stimulate pupils' interest toward English. Furthermore, most of them declared that they do not teach crowded classes.

Additionally, all the interviewees confessed that audiovisual aids for teaching such as computers, internet, L C D projectors are available at rural schools, but unfortunately, there are many obstacles that prevent them from using these aids such as the absence of electricity

inside the classrooms, and the lack of experience on how to use them for some teachers; while, some teachers do not use them because they consider it useless with such kind of pupils. The four interviewees confirmed that they do not receive any particular training to work at rural areas. This is what makes them unable to do their jobs well and adapt with the conditions in such areas. Beside this, they find it difficult to deal with the pupils' negative attitude toward English. According to the teachers' views, the inspectors do not visit English teachers in rural areas frequently because they work in isolated zones. Furthermore, they acknowledged that the English books that are available in the library are not sufficient.

Finally, teachers provide us with some recommendations. First, they suggested the use of technological devices to prevent learners from getting bored. Next, the school library should be provided with books related to competency based approach. Further, they recommend that the new teachers should be trained how to teach before joining the school for the first time.

2.6. Pedagogical Recommendations

Different challenges face the teaching and the learning of English at rural areas. In the light of what have been achieved in the research study, we suggested the following recommendations to help both learners and teachers overcome these obstacles and challenges.

- The teacher time talk should be reduced to give pupils more opportunities to express themselves and practice the language. This can be realized through using pair or group work which can help in providing an interactive environment inside the class.
- The teacher should avoid the use of Arabic language to explain the lessons and provide true opportunities, so that their pupils can be exposed to the language regularly. Because when the teachers use the Arabic language, pupils can only understand the grammar rules of the language and fail when it comes to communication.
- Teachers should encourage pupils to listen to audios and watch movies more often because they can learn a lot from native speakers.

-Pupils must have the opportunity to read because reading develops both speaking and writing. Also, it helps get into grips with the language.

-To improve the teaching of English, the number of pupils in a class should be small. By doing so, the pupils will feel more comfortable and will have more opportunities to express themselves and practice the language. In addition to that, the teacher can control them easily.

-The school libraries should be provided with books related to competency based approach to enable teachers preparing well-structured lessons.

-The new teachers should be trained how to teach before joining the school for first time.

-Rural pupils are in need for extra sessions to promote their learning of English.

-The employment at rural schools should be based on particular mechanism in which rural teachers should be given the priority to work in such schools. Thus, the problem of transportation and teachers' adaptation with the conditions of the environment can be reduced.

-The teacher should have knowledge on how to use audio visual aids. Moreover, the classes at rural areas should be provided with electricity to enable teachers to utilize these aides and allow pupils to benefit from them.

- Parents' attitudes toward learning English should be changed. Pupils' parents should be aware of the importance of learning English and should support their children.

-The government should work on improving the educational conditions at rural areas. It should repair roads to make the process of reaching the school easier. Moreover, it should make the internet accessible to each member at these areas to enable learners to learn better. In addition to that, it should provide rural schools with necessary facilities to improve the teaching and the learning of English.

2.7. Limitations of the Study

While conducting our research we were faced by many difficulties and limitations which can be summarized as follow:

- The first limitation is the lack of reliable sources concerned with TEFL in rural areas. Thus, it was very difficult to collect data on this issue.
- Another limitation is time constraints; the teachers gave us a limited time to conduct the questionnaire (only 15 minutes).
- Another encountered problem occurred when the questionnaire was handed to pupils; the respondents do not always show their real attitude. Further, they refuse to fill in it; while, some others even if they accepted, they did not give it back or they did not answer all the required questions.
- conducting an interview with busy teachers is a challenging task. The interview was done at the end of the year. The teachers were under great pressure to finish the program. Thus, they do not have time to do the interview with us. Moreover, some of them refused to be recorded which obliged us to rely on handwriting.

Conclusion

To sum up, this chapter dealt with the presentation and analysis of the results of the gathered data through two research tools. Pupils' questionnaire and teachers' interviews were implemented to get a clear image about the difficulties and challenges encountered by both teachers and learners in teaching and learning English at rural areas. At the end of the chapter, some recommendations and solutions were provided. Finally, the finding obtained confirm the setting hypothesis that the study turn around.

General conclusion

Learning English as an (EFL) has become a priority in the world nowadays. Thus, it is necessary for each member in the world to be able to speak this language. However, rural teachers and learners are encountered by a series of problems and obstacles during the process of teaching and learning English. This is what makes rural pupils less competent at English. Therefore, this study is conducted to investigate these difficulties and problems and provide some suggestions and solutions to help both teachers and learners to overcome these problems.

The present study comprised two chapters. The first chapter is concerned with the literature review which is divided into two sections. The first section provides a description of the historical background of English in the Algerian educational system. Further, it discusses the Algerian educational reforms of teaching and learning English in 2002. Finally, it sheds light on CBA, the teaching approach used in Algeria. The second section is devoted to teaching and learning English in rural areas. This section makes a comparison between rural and urban language classroom. Moreover, it sheds light on the difficulties of teaching and learning English at rural areas. Then, it sheds light on some mechanism that could enhance the teaching and learning of English in rural areas. The second chapter is concerned with the practical part which deals with the analysis and discussion of data. This provides a description of the research instruments and the main results of the questionnaire and interview. Accordingly, the findings were interpreted and analyzed.

The results of this research showed that the teachers and the learners of Boulouika Mohammed Ben Lekhder and Terkhash Mohammed Bouraoui Belhadeb (rural schools) are faced by many challenges while doing their jobs. The challenges that the teachers encounter are the lack of facilities, pupils' negative attitudes toward English and their weak level, ill-equipped libraries. However, the challenges encountered by the pupils are lack of family support, lack of exposure over English, lack of vocabulary, and the lack of qualified teachers. Also, some of them face difficulties to reach the school such as the lack of transportation. Finally, from the result obtained, it is crystal clear that the setting hypothesis which the study turns around is confirmed.

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Appendices

Appendix A: Students' Questionnaire

Dear pupils:

This questionnaire is a section of a research work conducted in the department of English at Mohamed Seddik Ben Yahia ,Jijel for dissertation leading to a master degree in didactics. It aims at investigating the difficulties in teaching and learning English as a foreign language at rural areas.

We will be very thankful if you could answer the following answers by putting a tick in the wright box, and providing justification whenever necessary. You can took more than one option in multiple choice questions.

Section One: The pupils Perception toward the Use of English.

1-What is your favorite subject?

A-Mathematic ☐ B-Science ☐ C- English ☐ D-Other modules ☐

2-Are you interested in learning English?

A-Yes ☐ B-No ☐

➤ If yes what is the reason behind your interest?

A-Improving your English. ☐

B-Important for your educational career. ☐

C-Just for pleasure and entertainment. ☐

➤ If there are others please mention them

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3-How do you consider your English language level?

A-Excellent ☐ B-Average ☐ C- Good ☐ D-Weak ☐

Section Two: The difficulties Pupils Encounter in Learning English

4-Do you face difficulties to reach the school?

A-Yes ☐ B- No ☐

➤ If yes, is it because of:

A-Lack of transportation

B-Distant schools

C-Geographical difficulties

5-Do you find it difficult to adapt with unfamiliar teachers?

A-Yes ☐ B-No ☐

➤ If yes, does this affect your learning of English?

A-Yes ☐ B-No ☐

6- Is the English language used by your teacher :

A-Easy ☐ B- Intermediate ☐ C-Difficult ☐

➤ Why?

7-Are English books available in the place where you live ?

A-Available ☐

B- Poorly available ☐

C- Not available ☐

8-Do you concentrate inside the classroom?

➤ If no, is it because of :

A-Noise ☐

B- Crowded classes ☐

C- Lack of interest ☐

D-Getting bored during the session

9-Do you participate inside the classroom?

A-Yes ☐

B- No ☐

➤ If not, is it because of:

A-shyness ☐

B- Fear from making mistakes ☐

C-you do not have the answer ☐

10-What is the educational level of your parents?

A-Ignorant ☐

B- Moderate ☐

C-Highly educated ☐

11-Who encourage you to learn English?

A-Parents ☐

B-Teacher ☐

C- Myself ☐

D-No body ☐

12-How much do you listen to native speakers outside the class ?

A-Always ☐

B-Often ☐

C-Rarely ☐

Section three: The Use of Technology in English Language Classes

13- Do you think that using technology in English language class is a good strategy for an effective learning?

A-Yes ☐

B-No ☐

☐-If yes, how does it help you?

A-It increases the students' motivation and interest . ☐

B-It gives the students a chance to practice the language . ☐

C-The lesson becomes more enjoyable. ☐

14-Does the use of audio visual helps in developing your language skill?

A-Yes ☐ B-No ☐

15-According to you, which of the following elements can be developed through the use of audio-visual aids?

A-Vocabulary ☐ B-Grammar ☐ C-Pronunciation ☐ D-All of them ☐

Appendix B: Teachers' Interview

Questions

1-Where are you from?

2- How long have you been working in this school?

3-Are you permanent or substitute teacher?

4- Are you satisfied with the work here and justify?

5-Do you want to change to urban schools if it is possible and why?

6- Which approach do you employ in the classroom?

➤ Do you think that it is effective?

7- Are your pupils motivated?

8-Do you encourage them to learn English?

9- Depending on your teaching experience, how can you grade your students' level of English?

10-Do you teach crowded classes?

- If yes, do you face difficulties to control them?
- If no, is it because learners miss their English language classes or the number of pupils is small.

11- Are audio visual aids for teaching such as computer, internet, LCD projector available at your school?

- Do you know how to use them?
- Do you think that they are useful?

12-Do you receive particular training for teachers to particularly work in rural areas?

13-Does the inspector visit you frequently, if no why?

14-Are the books available in the library sufficient for preparing well structured lessons?

15-What do you recommend to improve the teaching of English and overcome the difficulties encountered by students?

Respondent A

1. I am from Taher.
2. I have been working in this area for five months.
3. I am substitute teacher.

4. No, I am not satisfied with the work here because of the miserable conditions in this area in addition to the lack of facilities inside the school.

5. Yes, I wish to change to urban school because this school is located very far from my hometown and this is what make it hard for me to reach the school.

6. I employ the grammar translation method since the pupils' level is very weak. So, they cannot understand the lesson unless it is explained in Arabic.

-It is not effective

7. No, they are not motivated except four or five pupils.

8. Yes, I encourage them

9. From my teaching experience, my pupils' level of English is very weak and most of them are slow learners except few member.

10. No, I don't

11. Yes, they are available.

-I know how to use them, but the electricity is not available inside the classroom.

-Yes, they are effective.

12. No, I do not receive particular training to particularly work in rural areas.

13. No, he doesn't visit me.

14. No, they are not sufficient for preparing well-structured lessons.

15. To improve the teaching of English I recommend to give extra sessions to pupils and motivating them to read extra books outside the classroom such as short stories and novels.

Respondent B

1. I am from Taher.
2. I have been working here for eight months.
3. I am permanent teacher.
4. No, I am not satisfied with the work here because there is no facilities and the pupils here show no interest in learning English.
5. Yes off course, this is what I am looking for. I hope to change the school as soon as possible because I live very far from here and I always arrive late and tired and this prevent me from doing my best.
6. It is very hard to use competency-based approach because the pupils cannot understand the lesson without using Arabic that is why I am obliged to use the GTM.
 - No, it is not effective.
7. No, they are not motivated.
8. Yes, I do my best to encourage them.
9. Depending on my teaching experience, most of pupils have weak level except five or six pupils who can be regarded as being good.

10. No, I do not teach crowded classes because most of the pupils escape from the session.
11. Yes, they are available.
- Yes, I know how to use them, but unfortunately I do not use them because there is no electricity inside the classroom.
 - Yes, they are effective.
12. No, I do not.
13. No, he does not visit me frequently.
14. No, they are not useful.
15. In order to enhance the teaching of English, I stresses on the importance of using audio-visual aids to improve the pupils' four skills. Also, I suggested to train new teachers before joining their job.

Respondent C

1. I am from Jijel.
2. I have been working here for approximately two years.
3. I am permanent teacher.
4. No, I am not satisfied with the work here because the school is very far and it is very hard for me to reach it. In addition to that, students are not interested and have negative attitude toward this language.

5. Yes, I really hope to change the work to urban school in the near future, because the conditions in this school are not suitable to do our job well.

6. I apply (GTM) because pupils cannot understand the lessons without using the Arabic language. In addition to that, using competency-based approach is time consuming.

-No, it is not effective.

7. No, most of them are not motivated.

8. Yes, I try to encourage them and change their attitude towards English but with no result.

9. Most of pupils are considered slow learners except three or four pupils who are considered excellent.

10. No, because their number is generally small and some of them escape from the English sessions.

11. Yes, they are available

-Yes, I know how to use them but I do not prefer to use them because pupils cannot be serious during the session and they cannot stop laughing and behave like if they are in cinema.

-No, they are not effective with such kind of pupils.

12. No, I do not receive such kind of training.

13. No, he does not visit me frequently.

14. No, they are not sufficient.

15. To ameliorate the teaching of English, I suggested to employ creative methods of teaching to make the processes of teaching and learning more enjoyable for both teachers and learners. I also suggested to give students too much home works to improve their level.

Teacher D

1. I am from Ouled Askeur
2. I have been working in this area for more than five years.
3. I am permanent teacher.
4. Yes, I am satisfied with the work here because I belong to this area and I do not face any difficulty to adapt with the conditions in this area.
5. I am happy with the work here and I do not want to change to urban schools.
6. I use competency-based approach.
 - Yes, it is effective.
7. They are not motivated except few members that show little interest toward English.
8. Yes, I do my best to motivate them to learn English.
9. Depending on my experience, the pupils' level is weak.
10. Yes, I teach crowded classes and sometimes I face difficulties to control them.
11. Yes, they are available.
 - No, I do not know how to use them.

- Yes, they are effective.

12. No, I do not receive any particular training for teachers to particularly work in rural areas.

13. No, he visits me rarely.

14. No, they are not sufficient because the books that are available at the library belong to ancient approaches.

15. The number of pupils in the classroom should be minimized. Also, the library of the school should be provided with useful books that belong to competency based approach.

تهدف الدراسة الحالية إلى دراسة الصعوبات التي تواجه كل من أساتذة وطلبة اللغة الإنجليزية في كل من ثانوية بولويقة محمد بن لخصر وثانوية ترخاش محمد بن مسعود، وتهدف أيضا إلى اقتراح بعض الحلول لتذليل الصعوبات وتسهيل تعليم وتعلم اللغة الإنجليزية، ولهذا فقد تم طرح فرضيتين: تنص الفرضية الأولى على أن كل من أساتذة وطلبة المناطق الريفية تواجههم العديد من العراقيل والتحديات خلال تعليم وتعلم اللغة الإنجليزية، أما فيما يتعلق بالفرضية الثانية فتتص على إيجاد استراتيجيات فعالة لمساعدة الأساتذة والطلبة على تجاوز هذه العراقيل التي من شأنها رفع مستوى التعليم وتعلم اللغة الإنجليزية في المناطق الريفية. ومن أجل إثبات صحة الفرضيتين تم الاعتماد على وسيلتين هما الاستبيان والمقابلة، فيما يتعلق بالاستبيان فقد تم توزيعه على أربعين طالب من طلاب البكالوريا اختبروا عشوائيا من مؤسستين ريفيتين مختلفتين، وأما بالنسبة للمقابلة فقد تم إجراؤها مع أربعة أساتذة مختصين في تدريس اللغة الانجليزي أثبتت النتائج المتحصل عليها صحة الفرضيات المطروحة بحيث أظهرت أن كل من طلبة وأساتذة اللغة الانجليزية في المناطق الريفية يواجهون صعوبات جمة خلال عملية تعليم و تعلم اللغة الانجليزية.

الكلمات المفتاحية : المناطق الريفية ، المدارس الريفية، صعوبات، اللغة الانجليزية.

Résumé

La présente étude vise à mettre en évidence les difficultés rencontrées par les enseignants et les élèves de la langue anglaise de Boulouika Mohamed Ben Lekhdar et au lycée de Terkhache Mohamad Ben Messaoud. Elle vise également à proposer quelques solutions pour surmonter les difficultés et faciliter l'enseignement et l'apprentissage de la langue anglaise. Et pour cela, nous avons proposé deux hypothèses : premièrement, les enseignants et les élèves des zones rurales se confrontent à de nombreux obstacles et défis lors de l'enseignement et de l'apprentissage de la langue anglaise. Deuxièmement, trouver des stratégies efficaces pour aider les enseignants et les élèves à surmonter ces obstacles dont le but d'évoluer le niveau d'éducation et de l'apprentissage de la langue anglaise dans des zones rurales. Et pour infirmer ou confirmer ces deux hypothèses, nous avons appuyé sur deux méthodes, à savoir le questionnaire, il a été distribué à une quarantaine des bacheliers, ils ont été choisis au hasard dans des établissements ruraux. Quant à l'entretien, il a été mené avec quatre enseignants de la langue anglaise. Les résultats obtenus ont prouvé la validité des hypothèses proposées, car, ils ont montrés que les étudiants de la langue anglaise dans les zones rurales se confrontent à des grandes difficultés lors du processus d'enseignement et d'apprentissage de la langue anglaise.

Les mots clés : régions rurales, écoles rurales, difficultés, langue anglaise.